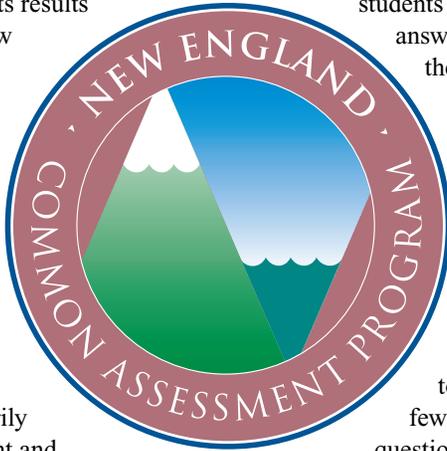


# About The New England Common Assessment Program



This report highlights results from the Fall 2008 New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability. Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and 11 and writing tests are administered to students in grades 5, 8, and 11. The NECAP grade 11 tests are designed to measure student performance on grade span expectations (GSE) developed and adopted by the three states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade – in other words, the content and skills which students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require

students to develop their own answers to questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide two extended responses of 1-3 pages.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade 11 results, schools and districts will also receive Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen school's and district's evaluation of their ongoing improvement efforts.



## Fall 2008 Beginning of Grade 11 NECAP Tests

**Grade 11 Students in 2008-2009**

## District Results

**District:** Woonsocket

**Code:** 39



# Fall 2008 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2008-2009

# Grade Level Summary Report

District: Woonsocket  
 State: Rhode Island  
 Code: 39

Schools and districts administered all NECAP tests to every enrolled student with the following exceptions: students who participated in the alternate assessment for the 2007-08 school year, first year LEP students, students who withdrew from the school after October 1, 2008, students who enrolled

in the school after October 1, 2008, students for whom a special consideration was granted through the state Department of Education, and other students for reasons not approved. On this page, and throughout this report, results are only reported for groups of students that are larger than nine (9).

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
<b>Students enrolled on or after October 1</b>				<b>400</b>			<b>11,203</b>						<b>100</b>			<b>100</b>		
<b>Students tested</b>	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
				383	385	382	10,684	10,699	10,669				96	96	96	95	96	95
<b>Students not tested in NECAP</b>																		
State Approved				17	15	17	179	161	156				4	4	4	2	1	1
Alternate Assessment				7	7	7	76	76	76				2	2	2	1	1	1
First Year LEP				2	0	2	23	0	23				1	0	1	0	0	0
Withdrew After October 1				7	7	7	46	52	37				2	2	2	0	0	0
Enrolled After October 1				1	1	1	9	7	7				0	0	0	0	0	0
Special Consideration				0	0	0	25	26	13				0	0	0	0	0	0
Other				0	0	1	340	343	378				0	0	0	3	3	3

## NECAP RESULTS

	District												State												
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>READING</b>	400	17	0	383	32	8	158	41	122	32	71	19	1140	10,684	18	51	20	11	1145						
<b>MATH</b>	400	15	0	385	4	1	56	15	92	24	233	61	1131	10,699	1	26	28	45	1134						
<b>WRITING</b>	400	17	1	382	13	3	102	27	217	57	50	13	5.6	10,669	4	38	50	9	6.1						

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.





# Fall 2008 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2008-2009

# Disaggregated Reading Results

District: Woonsocket  
 State: Rhode Island  
 Code: 39

REPORTING CATEGORIES	District												State												
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	<b>400</b>	<b>17</b>	<b>0</b>	<b>383</b>	<b>32</b>	<b>8</b>	<b>158</b>	<b>41</b>	<b>122</b>	<b>32</b>	<b>71</b>	<b>19</b>	<b>1140</b>	<b>10,684</b>	<b>18</b>	<b>51</b>	<b>20</b>	<b>11</b>	<b>1145</b>						
<b>Gender</b>																									
Male	203	13	0	190	12	6	76	40	60	32	42	22	1138	5,347	13	52	21	14	1143						
Female	197	4	0	193	20	10	82	42	62	32	29	15	1141	5,336	23	51	19	8	1146						
Not Reported	0	0	0	0										1											
<b>Primary Race/Ethnicity</b>																									
American Indian or Alaskan Native	1	0	0	1										63	13	46	24	17	1142						
Asian	29	2	0	27	3	11	15	56	5	19	4	15	1144	328	20	52	19	10	1146						
Black or African American	29	1	0	28	3	11	8	29	11	39	6	21	1139	932	7	43	31	19	1139						
Hispanic or Latino	70	6	0	64	0	0	22	34	22	34	20	31	1134	1,617	7	43	28	21	1139						
Native Hawaiian or Pacific Islander	0	0	0	0										0											
White (non-Hispanic)	271	8	0	263	26	10	113	43	83	32	41	16	1141	7,739	21	54	17	8	1147						
No Primary Race/Ethnicity Reported	0	0	0	0										5											
<b>LEP Status</b>																									
Currently receiving LEP services	8	2	0	6										214	0	7	26	66	1126						
Former LEP student - monitoring year 1	3	0	0	3										45	0	24	42	33	1135						
Former LEP student - monitoring year 2	3	0	0	3										73	4	22	49	25	1136						
All Other Students	386	15	0	371	31	8	158	43	119	32	63	17	1140	10,352	18	53	19	9	1145						
<b>IEP</b>																									
Students with an IEP	79	12	0	67	0	0	5	7	28	42	34	51	1129	1,609	2	27	34	36	1133						
All Other Students	321	5	0	316	32	10	153	48	94	30	37	12	1142	9,075	21	56	17	6	1147						
<b>SES</b>																									
Economically Disadvantaged Students	193	9	0	184	9	5	64	35	65	35	46	25	1137	3,225	8	45	28	19	1140						
All Other Students	207	8	0	199	23	12	94	47	57	29	25	13	1142	7,459	22	54	16	7	1147						
<b>Migrant</b>																									
Migrant Students	0	0	0	0										0											
All Other Students	400	17	0	383	32	8	158	41	122	32	71	19	1140	10,684	18	51	20	11	1145						
<b>Title I</b>																									
Students Receiving Title I Services	0	0	0	0										2,224	10	47	25	19	1141						
All Other Students	400	17	0	383	32	8	158	41	122	32	71	19	1140	8,460	20	53	19	9	1146						
<b>504 Plan</b>																									
Students with a 504 Plan	7	1	0	6										248	20	60	17	4	1147						
All Other Students	393	16	0	377	30	8	154	41	122	32	71	19	1140	10,436	18	51	20	11	1145						

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

NOTE: Some numbers may have been left blank because fewer than ten (10) students were tested.



# Fall 2008 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2008-2009

# Mathematics Results

District: Woonsocket  
 State: Rhode Island  
 Code: 39

### Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

### Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

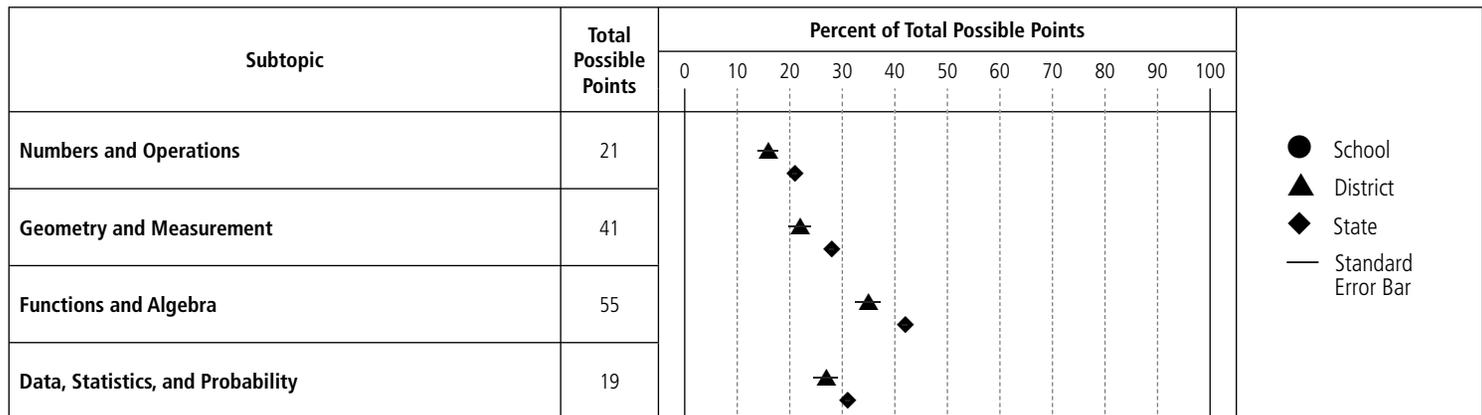
### Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

### Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Score
	N	N	N	N	N	%	N	%	N	%	N	%	
<b>SCHOOL</b> 2007-08 <b>2008-09</b>  Cumulative Total													
<b>DISTRICT</b> 2007-08 <b>2008-09</b>  Cumulative Total	483 <b>400</b>	12 <b>15</b>	21 <b>0</b>	450 <b>385</b>	0 <b>4</b>	0 <b>1</b>	50 <b>56</b>	11 <b>15</b>	115 <b>92</b>	26 <b>24</b>	285 <b>233</b>	63 <b>61</b>	1130 <b>1131</b>
<b>STATE</b> 2007-08 <b>2008-09</b>  Cumulative Total	11661 <b>11203</b>	147 <b>161</b>	340 <b>343</b>	11,174 <b>10,699</b>	123 <b>155</b>	1 <b>1</b>	2,340 <b>2,739</b>	21 <b>26</b>	3,032 <b>3,007</b>	27 <b>28</b>	5,679 <b>4,798</b>	51 <b>45</b>	1132 <b>1134</b>





# Fall 2008 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2008-2009

# Disaggregated Mathematics Results

District: Woonsocket  
 State: Rhode Island  
 Code: 39

REPORTING CATEGORIES	District												State												
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	<b>400</b>	<b>15</b>	<b>0</b>	<b>385</b>	<b>4</b>	<b>1</b>	<b>56</b>	<b>15</b>	<b>92</b>	<b>24</b>	<b>233</b>	<b>61</b>	<b>1131</b>	<b>10,699</b>	<b>1</b>	<b>26</b>	<b>28</b>	<b>45</b>	<b>1134</b>						
<b>Gender</b>																									
Male	203	11	0	192	3	2	34	18	45	23	110	57	1131	5,357	2	28	27	44	1134						
Female	197	4	0	193	1	1	22	11	47	24	123	64	1130	5,341	1	24	29	46	1133						
Not Reported	0	0	0	0										1											
<b>Primary Race/Ethnicity</b>																									
American Indian or Alaskan Native	1	0	0	1										62	0	11	21	68	1130						
Asian	29	2	0	27	1	4	3	11	11	41	12	44	1135	330	4	28	31	36	1136						
Black or African American	29	1	0	28	0	0	4	14	2	7	22	79	1127	928	0	7	19	73	1127						
Hispanic or Latino	70	4	0	66	0	0	2	3	9	14	55	83	1126	1,631	0	9	21	70	1128						
Native Hawaiian or Pacific Islander	0	0	0	0										0											
White (non-Hispanic)	271	8	0	263	3	1	47	18	70	27	143	54	1132	7,742	2	31	31	36	1136						
No Primary Race/Ethnicity Reported	0	0	0	0										6											
<b>LEP Status</b>																									
Currently receiving LEP services	8	0	0	8										237	0	2	9	89	1121						
Former LEP student - monitoring year 1	3	0	0	3										45	0	4	24	71	1126						
Former LEP student - monitoring year 2	3	0	0	3										73	0	3	16	81	1127						
All Other Students	386	15	0	371	4	1	55	15	92	25	220	59	1131	10,344	1	26	29	43	1134						
<b>IEP</b>																									
Students with an IEP	79	12	0	67	0	0	2	3	5	7	60	90	1120	1,607	0	5	14	81	1125						
All Other Students	321	3	0	318	4	1	54	17	87	27	173	54	1133	9,092	2	29	31	39	1135						
<b>SES</b>																									
Economically Disadvantaged Students	193	7	0	186	1	1	18	10	29	16	138	74	1128	3,237	0	12	22	66	1129						
All Other Students	207	8	0	199	3	2	38	19	63	32	95	48	1133	7,462	2	32	31	36	1136						
<b>Migrant</b>																									
Migrant Students	0	0	0	0										0											
All Other Students	400	15	0	385	4	1	56	15	92	24	233	61	1131	10,699	1	26	28	45	1134						
<b>Title I</b>																									
Students Receiving Title I Services	0	0	0	0										2,238	0	13	22	64	1129						
All Other Students	400	15	0	385	4	1	56	15	92	24	233	61	1131	8,461	2	29	30	40	1135						
<b>504 Plan</b>																									
Students with a 504 Plan	7	1	0	6										249	2	28	35	35	1136						
All Other Students	393	14	0	379	4	1	54	14	91	24	230	61	1131	10,450	1	26	28	45	1134						

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

NOTE: Some numbers may have been left blank because fewer than ten (10) students were tested.



# Fall 2008 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2008-2009

# Writing Results

District: Woonsocket  
 State: Rhode Island  
 Code: 39

### Proficient with Distinction (Level 4)

Student's writing demonstrates an ability to respond to prompt/task with clarity and insight. Focus is well developed and maintained throughout response. Response demonstrates use of strong organizational structures. A variety of elaboration strategies is evident. Sentence structures and language choices are varied and used effectively. Response demonstrates control of conventions; minor errors may occur.

### Proficient (Level 3)

Student's writing demonstrates an ability to respond to prompt/task. Focus is clear and maintained throughout the response. Response is organized with a beginning, middle and end with appropriate transitions. Details are sufficiently elaborated to support focus. Sentence structures and language use are varied. Response demonstrates control of conventions; errors may occur but do not interfere with meaning.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Score
	N	N	N	N	N	%	N	%	N	%	N	%	
<b>SCHOOL</b> 2007-08 <b>2008-09</b>  Cumulative Total													
<b>DISTRICT</b> 2007-08 <b>2008-09</b>  Cumulative Total	483 <b>400</b>	12 <b>17</b>	23 <b>1</b>	448 <b>382</b>	3 <b>13</b>	1 <b>3</b>	93 <b>102</b>	21 <b>27</b>	265 <b>217</b>	59 <b>57</b>	87 <b>50</b>	19 <b>13</b>	5.0 <b>5.6</b>
<b>STATE</b> 2007-08 <b>2008-09</b>  Cumulative Total	11661 <b>11203</b>	165 <b>156</b>	365 <b>378</b>	11,131 <b>10,669</b>	357 <b>403</b>	3 <b>4</b>	3,744 <b>4,023</b>	34 <b>38</b>	5,495 <b>5,322</b>	49 <b>50</b>	1,535 <b>921</b>	14 <b>9</b>	5.7 <b>6.1</b>

### Partially Proficient (Level 2)

Student's writing demonstrates an attempt to respond to prompt/task. Focus may be present but not maintained. Organizational structure is inconsistent with limited use of transitions. Details may be listed and lack elaboration. Sentence structures and language use are unsophisticated and may be repetitive. Response demonstrates inconsistent control of conventions.

### Substantially Below Proficient (Level 1)

Student's writing demonstrates a minimal response to prompt/task. Focus is unclear or lacking. Little or no organizational structure is evident. Details are minimal and/or random. Sentence structures and language use are minimal or absent. Frequent errors in conventions may interfere with meaning.

Strand	Total Possible Points	Percent of Total Possible Points										Number of Prompts	Distribution of Score Points Across Prompts							
		0	10	20	30	40	50	60	70	80	90		100	0	1	2	3	4	5	6
		%	%	%	%	%	%	%	%	%	%		%	%	%	%	%	%	%	%
<b>Writing in Response to Text</b> • Response to Informational Text • Response to Literary Text	12											2	School District	0	14	33	33	15	4	0
		1	11	29	32	19	6	0												
<b>Informational Writing</b> • Report • Procedure • Persuasive Essay	18											3	School District	0	11	29	38	17	5	0
		1	6	22	39	25	7	0												
<b>Expressive Writing</b> • Reflective Essay	6											1	School District	6	23	32	26	9	4	0
		4	14	32	33	14	4	0												

● School ▲ District ◆ State — Standard Error Bar



# Fall 2008 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2008-2009

# Disaggregated Writing Results

District: Woonsocket  
 State: Rhode Island  
 Code: 39

REPORTING CATEGORIES	District												State												
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	<b>400</b>	<b>17</b>	<b>1</b>	<b>382</b>	<b>13</b>	<b>3</b>	<b>102</b>	<b>27</b>	<b>217</b>	<b>57</b>	<b>50</b>	<b>13</b>	<b>5.6</b>	<b>10,669</b>	<b>4</b>	<b>38</b>	<b>50</b>	<b>9</b>	<b>6.1</b>						
<b>Gender</b>																									
Male	203	13	1	189	8	4	37	20	111	59	33	17	5.3	5,334	3	32	53	12	5.8						
Female	197	4	0	193	5	3	65	34	106	55	17	9	5.9	5,334	4	43	47	5	6.4						
Not Reported	0	0	0	0										1											
<b>Primary Race/Ethnicity</b>																									
American Indian or Alaskan Native	1	0	0	1										63	0	30	62	8	5.7						
Asian	29	2	0	27	1	4	8	30	14	52	4	15	6.0	327	6	39	45	10	6.3						
Black or African American	29	1	0	28	1	4	7	25	15	54	5	18	5.4	933	1	26	58	16	5.3						
Hispanic or Latino	70	6	1	63	0	0	9	14	42	67	12	19	4.8	1,618	1	25	59	15	5.3						
Native Hawaiian or Pacific Islander	0	0	0	0										0											
White (non-Hispanic)	271	8	0	263	11	4	78	30	145	55	29	11	5.8	7,723	5	42	47	6	6.3						
No Primary Race/Ethnicity Reported	0	0	0	0										5											
<b>LEP Status</b>																									
Currently receiving LEP services	8	2	1	5										210	0	8	45	47	3.7						
Former LEP student - monitoring year 1	3	0	0	3										45	0	9	71	20	4.5						
Former LEP student - monitoring year 2	3	0	0	3										74	0	14	69	18	4.9						
All Other Students	386	15	0	371	13	4	100	27	213	57	45	12	5.6	10,340	4	39	50	8	6.2						
<b>IEP</b>																									
Students with an IEP	79	12	0	67	0	0	6	9	39	58	22	33	4.0	1,593	1	12	59	28	4.5						
All Other Students	321	5	1	315	13	4	96	30	178	57	28	9	5.9	9,076	4	42	48	5	6.4						
<b>SES</b>																									
Economically Disadvantaged Students	193	9	1	183	3	2	37	20	116	63	27	15	5.2	3,216	1	26	59	14	5.4						
All Other Students	207	8	0	199	10	5	65	33	101	51	23	12	6.0	7,453	5	43	46	6	6.4						
<b>Migrant</b>																									
Migrant Students	0	0	0	0										0											
All Other Students	400	17	1	382	13	3	102	27	217	57	50	13	5.6	10,669	4	38	50	9	6.1						
<b>Title I</b>																									
Students Receiving Title I Services	0	0	0	0										2,223	1	27	58	14	5.5						
All Other Students	400	17	1	382	13	3	102	27	217	57	50	13	5.6	8,446	4	41	48	7	6.3						
<b>504 Plan</b>																									
Students with a 504 Plan	7	1	0	6										248	3	47	47	4	6.5						
All Other Students	393	16	1	376	13	3	99	26	214	57	50	13	5.6	10,421	4	37	50	9	6.1						

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

NOTE: Some numbers may have been left blank because fewer than ten (10) students were tested.